



Intent for the Year 8 *Spanish* Curriculum 2021-2022

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

The Spanish curriculum allows students to gain a greater understanding of Spanish culture and that of Spanish speaking countries. We will Encourage and inspire students to understand and equip them with the knowledge and skills to communicate in the foundations of Spanish language and develop a desire and curiosity to express themselves in both written and spoken form. We will foster tolerance and curiosity by introducing them to cultural influences as well as language and will develop an understanding of the similarities and differences between their home culture and Spain/ Spanish speaking countries.

Implementation: *Students will receive 2 hours per week of Spanish during which time they develop the knowledge and skills covered in year 7. The focus will be on broadening the coverage of themes to allow for transfer of high frequency language across contexts and to start to express ideas in three time frames. Year 8 will build on the foundations of present tense grammar and adjective agreement. Students will revisit the present, extend their knowledge and use of the near future and be introduced to the preterite tense high frequency verbs. They will begin to express ideas in three times frames and develop more sophisticated ways of expressing ideas as well as opinions and judgements.*

Curriculum adaptations as a result of the pandemic: *The grammar covered in year 7 will need revisiting due to inconsistencies in student attendance during lockdown. More able students may begin to enhance knowledge with a wider range of the paradigm to ensure there is sufficient challenge.*

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	<p>Mis pasatiempos</p> <p>Students will revisit present tense verbs to talk about leisure activities – general. They will include opinions taught in year 7 and begin to use judgements / other’s opinions. They will use</p>	<p>Students will express their opinions and that of others giving full justifications for their ideas. They may express judgements and should be able to contrast two differing points of view. They will be able to use comparisons to contrast</p>	<p>Students will reflect on prior learning. They will demonstrate confidence in using familiar language from year 7 and show resilience when presented with a wider range of structures.</p>	<p>Students will complete a listening exercise to monitor understanding. This will be submitted and assessed for formative feedback by the teacher.</p>	<p>Students will be issued with a core language booklet at the beginning of year 8 with an overview of all vocabulary taught, grammar to be included and the phonics associated with key</p>	<p>Students will be set a home learning task of up to 30 minutes twice per half term. This will vary in task type but will be designed to consolidate class work through retrieval practice, to provide feedback for the</p>



	comparisons and superlatives to compare ideas and draw conclusions.	ideas and should recognise the difference between a comparison and a superlative			sounds. This may be supplemented with sentence builders to support class work and retrieval practice.	class teacher and to evaluate progress. Tasks could include: Memrise Language Gym Reading comprehension Learning Vocabulary Translation to or from Spanish Gap fills SMHW quiz
1b	Students will use their learning from 1a to transfer knowledge to talk about their plans for the near future, they will express ideas with justifications and be able to link ideas to create a longer text.	Present and near future tense should be used in the I form by all, more parts of the paradigm by more able students. Limited introduction of high frequency preterite verbs.	Students need to show confidence in using a wider range for language than previously and be prepared to be respectful of other's opinions.	Students will complete a reading task and a short writing task aiming to demonstrate understanding of key vocabulary and grammar and how to apply them when producing independent work. This will be summative and will provide teachers with data to inform teaching in subsequent terms.		
2a	Mis medios y aficiones Greater depth will be added with more complex language to talk about advantages and disadvantages of TV/ Cinema.	Students will be able to present a range of ideas for/ against specific themes, they will contrast activities in the present with their plans in the future	Students will be respectful of each other's opinions and show courtesy when they disagree	Students will complete a listening exercise to monitor understanding. This will be submitted and assessed for formative feedback by the teacher.		
2b	La tecnologia Students will be able to present arguments for and against specific	Students will begin to contrast ideas in three time frames. They will use	Students show empathy when presented with information regarding risk factors of technology.	Students will complete a reading task and a short writing task aiming to demonstrate understanding of		



	types of technology. They will be able contrast a minimum of 2 time frames to talk about what they did/ are going to do along with the present tense.	comparisons to present ideas and add contrast.		key vocabulary and grammar and how to apply them when producing independent work. This will be summative and will provide teachers with data to inform teaching in subsequent terms.		
3a	A comer! Students will describe their diet - food, eating habits, benefits and drawbacks of food, giving advice to others (modal verbs),	Students will be introduced to modal verbs and how they work, they will use three time frames with a limited quantity of regular verbs + SER in the preterite. They will continue to use opinions and judgements and contrast and extend ideas	Students will be curious as to the cultural differences surrounding food, routines and traditions.	Students will complete a listening exercise to monitor understanding. This will be submitted and assessed for formative feedback by the teacher. They will also complete a speaking spot check to ensure fluency and expression is being developed.		
3b	Estás en forma? Students will revisit sports and begin to offer the pos/ neg aspects of different kinds, express activities they did recently and contrast these with plans to keep in shape/ change habits.	Students will build on term 3a with use of three time frames and modal verbs to give advice. They will be encouraged to begin to narrate events and continue to use comparisons and superlatives	Students will build confidence in their ability to recognise key features of three time frames and begin to use them in the forms I /We. They will be respectful of each other's ideas and be reflective on their assessment feedback and next steps for their knowledge/skills.	Students will complete a summative written piece allowing them to demonstrate their progress in line with the PLC skills for year 8. They will also complete a short translation exercise.		



<p>Impact: Students should be able to understand that taking risks is part of learning a language – developing resilience to continue doing this will be key for their progress into and beyond year 8. They will have a solid understanding of the concepts of verb changes and masc/fem nouns and adjectives. The introduction of ambitious phrases and recycling of high-frequency vocabulary combined with recycling of grammar will allow students to recall, repeat and reuse vocabulary structures in a variety of contexts leading over time to mastery (homework and in lessons). Students will begin to develop confidence in adapting language to express their own ideas and therefore develop a stronger connection to the subject matter. Grammar and vocabulary are frequently repeated to enable students to see cross context use and to help embed them.</p>						